



## Florence 5 School District

156 E Marion Street  
Johnsonville, SC 29555

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	1,503 Students	
<b>Superintendent</b>	John Morris	843-386-2358
<b>Board Chair</b>	Brad Hooks	843-386-2358

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average*</b>
2008	Average	Good
2007	Average	Below Average
2006	Average	Average
2005	Good	Below Average

\* The District's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

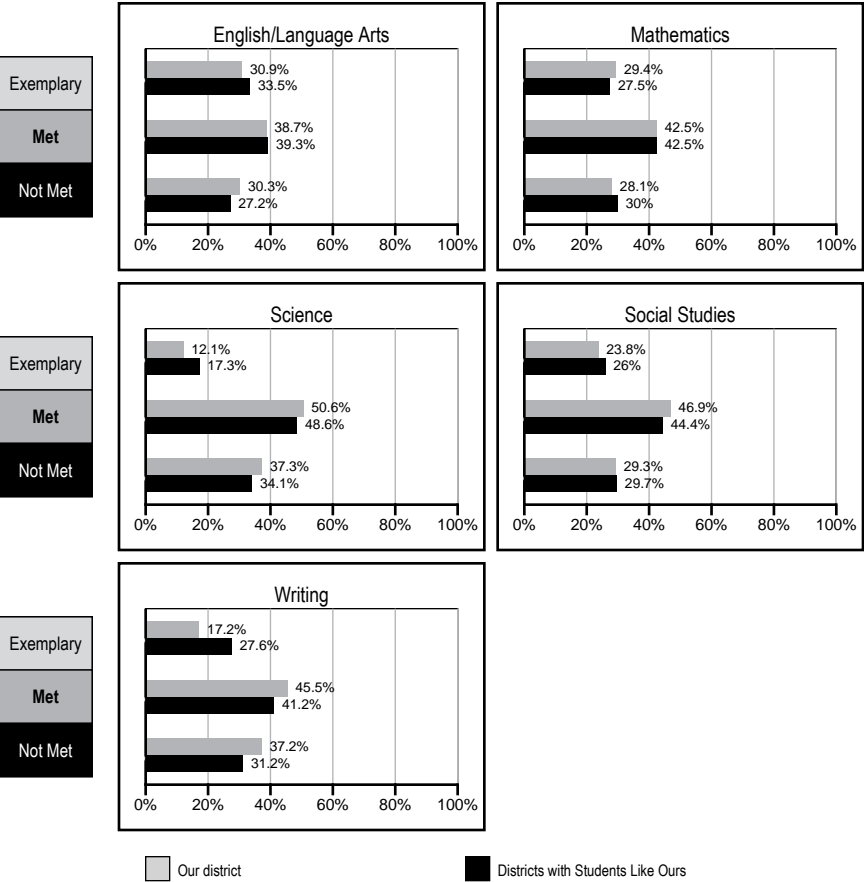
97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	20	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	84.2%	82.6%	81.0%	79.2%	79.2%	74.6%
Passed one subtest	7.9%	9.9%	13.0%	11.6%	11.0%	13.2%
Passed no subtests	7.9%	7.4%	6.0%	9.2%	9.8%	12.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	95.3%	78.3%
English 1	76.3%	64.1%
Physical Science	58.6%	49.4%
US History and the Constitution	42.7%	36.4%
All Subjects	67.9%	57.6%

Abbreviations for Missing Data

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=1,503)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	99.7%	99.7%
Retention rate	4.0%	Down from 4.9%	3.1%	3.1%
Attendance rate	96.1%	Up from 95.9%	95.6%	95.7%
Eligible for gifted and talented	13.2%	Down from 14.9%	12.6%	11.2%
With disabilities other than speech	14.1%	Down from 15.6%	11.1%	10.6%
Older than usual for grade	7.3%	Down from 7.7%	4.3%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.1%	0.6%	0.5%
Enrolled in AP/IB programs	17.6%	Down from 25.1%	8.7%	10.5%
Successful on AP/IB exams	66.7%	Up from 58.5%	53.4%	51.2%
Eligible for LIFE Scholarship	28.0%	Down from 29.3%	29.6%	30.8%
Enrolled in adult education GED or diploma programs	9	Up from 1	48	40
Completions in adult education GED or diploma programs	4	Up from 1	38	30
Annual dropout rate	4.0%	Up from 3.1%	4.0%	3.4%
<b>Teachers (n=102)</b>				
Teachers with advanced degrees	62.7%	Down from 64.4%	58.2%	56.8%
Continuing contract teachers	78.4%	Up from 74.0%	78.7%	76.7%
Teachers with emergency or provisional certificates	4.0%	Up from 3.1%	4.0%	4.6%
Teachers returning from previous year	90.5%	Down from 90.9%	90.0%	88.4%
Teacher attendance rate	95.3%	Up from 94.9%	95.2%	95.0%
Average teacher salary*	\$47,154	Up 2.8%	\$46,992	\$46,992
Vacancies for more than nine weeks	0.0%	No Change	0.3%	0.4%
Professional development days/teacher	16.5 days	Down from 22.1 days	13.0 days	13.1 days
<b>District</b>				
Superintendent's years at district	0.5	Down from 6.5	3.0	3.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.4 to 1	20.2 to 1	20.5 to 1
Prime instructional time	89.5%	Up from 87.0%	89.8%	89.8%
Dollars spent per pupil**	\$9,627	Up 9.4%	\$9,036	\$9,279
Percent of expenditures for teacher salaries**	47.7%	Down from 49.0%	53.6%	52.7%
Percent of expenditures for instruction**	50.0%	Down from 51.1%	56.8%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	3	No Change	10	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	5.1%	Up from 4.3%	3.4%	3.5%
Average age in years of school facilities	30 Years	Up from 29 Years	28 Years	28 Years
Number of schools with SACS accreditation	3.0	No Change	10.0	8.0
Parents attending conferences	98.4%	Up from 96.8%	95.0%	93.9%
Average administrator salary	\$77,021	Up 2.2%	\$78,931	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	105	95.2%	470	67.9%	118	83.1%	Yes
Gender							
Male	56	96.4%	227	68.3%	63	76.2%	N/A
Female	49	93.9%	243	67.5%	55	90.9%	N/A
Racial/Ethnic Group							
White	78	100.0%	319	76.8%	79	89.9%	N/A
African American	23	78.3%	136	46.3%	35	65.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	73.7%	54	33.3%	23	73.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	43	88.4%	259	55.6%	53	77.4%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	95.2%	93.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	118	560
Number of Diplomas	98	410
Rate	83.1%	74.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	461	467	484	505	459	469	1404	1442		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	20.2	17.6	20.6	20.4	20.2	19.0	20.3	20.2	20.5	19.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	Town Meetings
Average Number of Hours of Training Annually	2.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

A journey of a thousand miles begins with one step. The journey of academic excellence is one that is taken seriously in Florence County School District Five. Although we have been on this journey for quite some time, we still have miles to go in this never-ending task of educating our children.

I am very proud of the academic success our schools have experienced. With the accountability laws, we must strive to reach new and enduring levels of excellence. We welcome the challenges with excitement and anticipation of great achievement. We know that we can and will excel as our students embark into this new era.

The report card will offer our community access to the important data relative to the Florence 5 school district. We are available to discuss your comments or concerns about this report, and we invite you to visit our schools.

Much progress has been made due to the commitment and support of board members, teachers, other district employees, students, parents, and citizens of the Johnsonville area. The future is bright, and we must continue to strive for excellence. Resources are limited, but our commitment to providing quality educational opportunities for all students is unlimited. Our challenge is to continue to be "The Pride of the Pee Dee."

A. Dale Strickland, Ed.D.

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status
Johnsonville Elementary	NI-DELAY

The Florence 5 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	676	99.4	29.9	39.1	31.0	81.0	82.8	Yes	Yes
<b>Gender</b>									
Male	355	99.2	35.8	36.4	27.8	77.9	79.3	N/A	N/A
Female	321	99.7	23.3	42.2	34.5	84.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	441	99.6	20.6	41.6	37.9	87.5	89.5	Yes	Yes
African American	215	99.1	49.0	34.8	16.2	67.1	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	15	100.0	42.9	35.7	21.4	78.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>									
Disabled	160	98.1	59.6	33.3	7.1	55.8	52.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	14	100.0	46.2	38.5	15.4	76.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	407	99.3	39.2	39.2	21.5	74.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	676	99.6	27.6	43.0	29.4	80.4	78.9	Yes	Yes
<b>Gender</b>									
Male	355	99.4	31.7	40.0	28.3	76.9	77.0	N/A	N/A
Female	321	99.7	23.0	46.3	30.7	84.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	441	99.8	19.4	43.1	37.6	87.6	87.2	Yes	Yes
African American	215	99.1	44.3	44.8	11.0	65.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	15	100.0	35.7	28.6	35.7	71.4	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>									
Disabled	160	98.1	62.2	26.3	11.5	50.0	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	14	100.0	38.5	30.8	30.8	69.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	407	99.5	35.1	46.0	18.9	73.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	450	98.7	36.2	51.3	12.5	63.8	67.5
<b>Gender</b>							
Male	233	98.3	36.0	52.6	11.4	64.0	67.0
Female	217	99.1	36.5	49.8	13.7	63.5	68.0
<b>Racial/Ethnic Group</b>							
White	296	99.0	24.8	59.3	15.9	75.2	79.5
African American	143	97.9	61.9	33.8	4.3	38.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	107	97.2	62.1	35.9	1.9	37.9	35.6
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	8	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>							
Subsized meals	274	98.2	47.9	44.5	7.5	52.1	55.1

**Social Studies**

All Students	444	98.9	28.5	47.4	24.1	71.5	72.3
<b>Gender</b>							
Male	241	98.8	27.0	45.6	27.4	73.0	71.5
Female	203	99.0	30.3	49.5	20.2	69.7	73.2
<b>Racial/Ethnic Group</b>							
White	288	99.0	21.6	47.0	31.4	78.4	80.7
African American	140	98.6	44.1	47.1	8.8	55.9	60.0
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	11	100.0	27.3	54.5	18.2	72.7	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>							
Disabled	106	96.2	52.0	37.3	10.8	48.0	43.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	10	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>							
Subsized meals	265	98.9	37.8	47.9	14.3	62.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	678	98.8	37.0	44.2	18.8	63.0	70.2	96.1	96.1
Gender									
Male	356	98.3	45.5	41.2	13.3	54.5	63.2	96.0	96.0
Female	322	99.4	27.5	47.6	24.9	72.5	77.5	96.2	96.3
Racial/Ethnic Group									
White	442	99.1	26.2	48.6	25.2	73.8	79.1	95.9	95.9
African American	216	98.2	58.9	36.4	4.8	41.1	57.6	96.4	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.2	98.2	97.3
Hispanic	15	100.0	50.0	35.7	14.3	50.0	62.6	98.0	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	163	95.7	71.2	26.3	2.6	28.8	26.1	95.4	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	14	100.0	53.8	30.8	15.4	46.2	61.2	98.8	96.8
Socio-Economic Status									
Subsidized meals	406	99.3	48.2	41.6	10.2	51.8	58.9	95.8	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	115	100.0	19.5	33.6	46.9	80.5
	4	121	96.7	27.4	47.0	25.6	72.6
	5	98	100.0	20.6	48.5	30.9	79.4
	6	107	100.0	39.2	41.2	19.6	60.8
	7	99	100.0	42.9	22.4	34.7	57.1
	8	136	100.0	31.1	40.7	28.1	68.9
Mathematics							
2009	3	115	100.0	22.1	44.2	33.6	77.9
	4	121	97.5	20.3	50.8	28.8	79.7
	5	98	100.0	22.7	38.1	39.2	77.3
	6	107	100.0	40.2	36.3	23.5	59.8
	7	99	100.0	29.6	49.0	21.4	70.4
	8	136	100.0	31.1	39.3	29.6	68.9
Science							
2009	3	59	100.0	26.3	56.1	17.5	73.7
	4	120	97.5	41.9	51.3	6.8	58.1
	5	49	98.0	31.3	50.0	18.8	68.8
	6	54	98.2	34.6	51.9	13.5	65.4
	7	99	100.0	35.7	51.0	13.3	64.3
	8	69	98.6	40.3	47.8	11.9	59.7
Social Studies							
2009	3	57	100.0	17.5	42.1	40.4	82.5
	4	119	96.6	27.0	61.7	11.3	73.0
	5	49	100.0	35.4	47.9	16.7	64.6
	6	53	98.1	26.0	46.0	28.0	74.0
	7	99	100.0	37.8	34.7	27.6	62.2
	8	67	100.0	23.9	46.3	29.9	76.1
Writing							
2009	3	116	98.3	38.4	42.0	19.6	61.6
	4	121	95.0	32.2	58.3	9.6	67.8
	5	98	100.0	37.1	42.3	20.6	62.9
	6	107	100.0	50.0	33.3	16.7	50.0
	7	99	100.0	35.7	36.7	27.6	64.3
	8	137	100.0	30.9	49.3	19.9	69.1

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	101	99.0	14.3	36.7	28.6	20.4	61.2	61.8	No	Yes
Male	46	100.0	17.8	53.3	22.2	6.7	46.7	57.4	N/A	N/A
Female	55	98.2	11.3	22.6	34.0	32.1	73.6	66.1	N/A	N/A
White	71	98.6	5.8	33.3	36.2	24.6	73.9	74.3	Yes	Yes
African American	30	100.0	34.5	44.8	10.3	10.3	31.0	44.9	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	12	100.0	50.0	50.0	N/A	N/A	16.7	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	48	100.0	27.1	45.8	22.9	4.2	41.7	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	101	99.0	11.2	32.7	26.5	29.6	65.3	62.7	Yes	Yes
Male	46	100.0	11.1	37.8	26.7	24.4	60.0	61.8	N/A	N/A
Female	55	98.2	11.3	28.3	26.4	34.0	69.8	63.6	N/A	N/A
White	71	98.6	5.8	27.5	31.9	34.8	75.4	75.1	Yes	Yes
African American	30	100.0	24.1	44.8	13.8	17.2	41.4	45.1	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	12	100.0	33.3	50.0	16.7	N/A	25.0	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	48	100.0	20.8	37.5	29.2	12.5	50.0	47.9	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	101	100.0	60.4	19.8	10.9	8.9	N/A	N/A	N/A	N/A
Male	46	100.0	63.0	19.6	6.5	10.9	N/A	N/A	N/A	N/A
Female	55	100.0	58.2	20.0	14.5	7.3	N/A	N/A	N/A	N/A
White	71	100.0	49.3	25.4	12.7	12.7	N/A	N/A	N/A	N/A
African American	30	100.0	86.7	6.7	6.7	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	12	100.0	83.3	8.3	N/A	8.3	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	48	100.0	72.9	16.7	4.2	6.3	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	123	97.6	13.6	34.7	27.1	24.6	62.7	69.7
	2009	101	99.0	14.3	36.7	28.6	20.4	61.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	123	98.4	10.9	32.8	33.6	22.7	72.3	67.2
	2009	101	99.0	11.2	32.7	26.5	29.6	65.3	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	96.1%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample